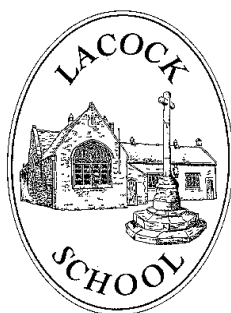


Lacock CE (VC) Primary School



EARLY YEARS FOUNDATION STAGE POLICY

Status	Adopted	
Date adopted by governing body:	December 2019	
Review Date:		
Revision History:		Date

Chair of Governors: _____ Date: _____

Lacock Primary School Early Years Foundation Stage Policy 2019-2020

Our Vision

At Lacock, we aim to provide every child with the skills to become a happy, independent and curious lifelong learner. Our priority is that we provide a high level of engagement and active learning through a range of skill based activities.

Our Principles

We strive to meet every child's entitlement to develop a love of learning that will enable them to have the best possible future life chances.

Key Requirements

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

(<https://www.foundationyears.org.uk> – EYFS statutory framework for 2017)

The overarching aim of the EYFS is to help young children stay safe, be healthy, enjoy and achieve, make a positive contribution, and achieve economic well-being by providing:

- quality and consistency, so that every child makes good progress and no child gets left behind
- a secure foundation which creates learning and development opportunities that are planned around the interest and needs of the children, informed by regular assessments and reviews
- partnership working between practitioners, parents and carers
- equality of opportunity ensuring that there is no discrimination and every child is included and supported

Our guiding principles are grouped into four distinct but complementary themes:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

Curriculum

At Lacock School we recognise that every child is unique. We understand that children develop in individual ways and at varying rates. We want our children to be independent and self-motivated learners, encouraging the children to adapt their work, think critically and take risks with their learning.

Our EYFS Curriculum

- is at the heart of our learning journey approach
- is distinctive, innovative and strategically planned with the individual pupils in mind
- is reviewed in the light of national developments, new thinking and research and development
- introduces challenging, engaging and real life problems
- strives to encourage and develop a love of learning
- lets learning happen within a child centred approach
- ensures resources and apparatus are available to support learning at every stage of development and in every area of the EYFS curriculum
- ensures all areas of learning are regarded with the same level of importance and are interlinked in learning
- includes fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings
- ensures that children learn to live together peacefully, with each of them playing a valuable role in the multicultural world in which they live
- the curriculum extends beyond the pure academic. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum aims to support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- to prepare learners for future success in the next stages of their education

The EYFS framework includes seven areas of learning and development, all of which are important and included in the curriculum taught. There are three prime areas, which are seen to underpin all of the basics and support the other more specific areas of the curriculum.

The Prime Areas of Learning and Development

1. Personal, Social and Emotional Development

This area focuses on making relationships, self-confidence and self-awareness, and managing feelings and behaviour. This is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning.

2. Communication and Language

This area encourages developing competence in listening and attention, and in understanding and speaking.

3. Physical Development

This area focuses on the child's developing physical control, moving and handling, and health and self-care.

The Specific Areas of Learning and Development

4. Literacy

This focuses on reading and writing.

Children are taught phonics throughout the EYFS.

5. Mathematics

This area focuses on learning through practical activities and on using numbers and understanding shape, space and measure.

6. Understanding of the World

This area focuses on children's developing knowledge and understanding of their own environment, through learning about people and communities, the world and technology. It forms the foundation for later work in Science, Design and Technology, History, RE, Geography and ICT.

7. Expressive Arts and Design

This area focuses on the development of the child's imagination and her or his ability to communicate and express ideas and feeling in creative ways. It incorporates exploring and using media and materials. Creativity is fundamental to successful learning.

Characteristics of Effective Learning

Through regular observations, we will discover children's interests and assess what children know. Also fundamental to our practice is to assess how children learn and it is our duty to report to parents their children's individual dispositions and attitudes to learning. This will be assessed using the Characteristics of Effective Learning which are:

- Playing and exploring – engagement. Children investigate and experience things and events around them and 'have a go'.
- Active learning – motivation. Children concentrate and persevere if they experience difficulties, as well as enjoying what they achieve.
- Creating and thinking critically. Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Planning

Through planning, we ensure that there is a balance of adult led and child initiated activities across the day. During child initiated activities the adults' role is to show an interest in the children's ideas, build conversation, facilitate and share ideas and model different skills. Such interaction with the children is essential as this helps to build the children's understanding and therefore guides new learning. This is then re-fed back into the planning in order to ensure that the topics being covered reflect the children's fascinations currently within the class. By being fluid in this way current topics can be readily introduced and adapted. This allows for spontaneity within our Foundation Stage and allows for unexpected occurrences, such as the arrival of a toad in our playground, birthdays, new siblings births, extreme weather etc to become an integral part of our learning.

Direct Teaching

At specific times in the day the children will take part in an activity that is teacher led. Such sessions include phonics learning, reading, writing and daily maths/counting experiences, as well as teaching new skills to support their learning within the classroom environment and also in our outdoor classroom. In the early stages of the year, this will be based on the very important task of learning and consolidating letters sounds and the remaining phonemes required to start the process of learning to read. All direct taught sessions are carefully planned and tailored for each group using previous assessments of the children's knowledge, skills and ability. Planning is changed and tailored regularly and, in response to the result of taught sessions, ensuring all teaching and learning is relevant and challenging for each child.

Learning Through Play

Children's play reflects their wide ranging and varied interests and preoccupations. Children learn best from activities and experiences that they have initiated and play with peers is important for children's development. We carefully plan our environment and provide opportunities to reflect these interests to inspire them further, whilst also making sure that children also have the

opportunity to extend and practise the skills they have learned through direct teaching. Constant opportunities are provided for children to be able to make their own decisions and choices in order that they can become independent, confident and happy learners as soon as is possible for each individual child. Some children will need gentle encouragement in this step as they become comfortable at school.

Through play children explore and develop learning experiences, helping them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. Children at Lacock soon grasp the rules that we have in Willow Class. They see the high expectations we have in every aspect of our day and delight in trying to meet these. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations. They enjoy risk taking in a controlled and fun way. Our 'Outdoor Learning' experiences are prime examples of this.

Giving children the opportunity to play with ideas in different situations and with a variety of resources, allows them to discover connections and come to new and better understandings and ways of doing things. With adult support this process enhances children's ability to think critically and ask questions. Adults can support them in making connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely to extend their learning.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Assessment, Recording and Reporting of Progress

Assessment is an essential and important part of the Early Years for children's learning and development. Assessment takes a variety of forms in order to gain insight into each child's level of understanding. These can be through observations, photographic evidence, examples of work, parental conversations. Assessment occurs throughout any taught session as well as during free times when children are embedding and extending any previous learning. These assessments will then be used to shape and adapt any future learning.

Observations are taken using the Tapestry Application, which allows staff to take photos, videos and to make notes while observing what the children are doing or saying. From such observations we can ascertain what the next steps are for our children. We are then able to share these experiences with the children's parents on a regular basis. This is a two-way process whereby parents may input observations of their own, add comments to post and like observations they can view. As it is an application based 'Online Learning Journey', parents can access it on their mobile phones or tablets as well as on their computers.

On entry to Reception, a baseline assessment is carried out for each child and at the end of the Spring and Summer term assessments are collated to track how well the children are progressing. Opportunities for a Parent teacher structured conversation are provided in the Autumn and Spring term to provide information about children's progress and to talk about children's strengths, achievements, interests and next steps. Parents are provided with a write up summary of the conversation and the agreed targets that both home and school will work on. These form the basis for the monitoring of pupil progress as the children progress through school. On-going teacher assessments are undertaken in line with the Foundation Stage Profile and these form the basis for the end of year report to parents.

We ensure our end of EYFS assessments are reliable through:

- our knowledge of the child gained through observation and interaction
- our environment enables the child to flourish to their full capacity
- Use of DFE exemplification materials for each area of the EYFS curriculum
- our assessments ensure a range of contributors e.g. parents, grandparents, breakfast clubs etc
- Moderation with other Wiltshire EYFS settings.
- LA moderation visits.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels (‘emerging’)

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Special educational needs and disability and Inclusion

At Lacock School we value the diversity of all children in our school. We believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children’s range of life experiences when planning for their learning. Assessments and teacher observations are used to identify children who may have specific needs within the first half term and ongoing through each child’s primary education. Results of assessments are used to ensure that a differentiated curriculum is offered to such children to meet their needs.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Safeguarding and Children’s Welfare

Children learn best when they are happy, safe and feel secure. We aim to ensure that all children feel happy, safe and secure through the continuous development of positive relationships between children and staff as well as relationships with their peers. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Guidance. Our school has rigorous Safeguarding and welfare policy and procedures that are used to identify anyone at risk or harm of radicalisation that sets out clear procedures for reporting any concerns. See our Safeguarding Children Policy.

It is important to us that all children in the school are ‘safe’. We aim to teach children that, in society as in a classroom, there is a need for boundaries, rules and limits to which we all need to adhere to help us stay safe. We aim to teach children to be consciously aware of their feelings and the feelings of others and how to manage their own behaviour by identifying behavioural issues and using them as a teaching moment. We also aim to teach our children to take risks whilst learning and how to recognise and avoid hazards. Should accidents occur an emergency contact form is completed for all children on entry into school, which includes medical, personal and social details. Other than minor cuts and bruises, all accidents on school premises are recorded and parents are informed.

Induction and Transition

Parents of children who are offered a place in Reception are invited to an induction meeting in June. Children visit school for three sessions before the summer holidays – one with parents to aid gentle transition. Staff visit the children and their families at home prior to starting and the class teacher

also visits each child at their pre-school setting to meet with their key worker. More sessions will be made available if it is deemed necessary. We endeavour to be flexible with these sessions, making it possible that all children can attend three sessions. A booklet 'Ready For School' is shared with parents and contains advice to help ensure a smooth transition into school.

All children in Reception start in September on a slightly staggered basis. Children begin by staying until 1pm for a week and then progress to full time the following week.

We have strong links with our village pre-school Wise Owls and our Church toddler group 'Little Lambs' and throughout the year there are opportunities for reciprocal visits and joint events such as Nativity plays, Sports Day, topic events. There is also the opportunity to develop links with potential new pupils and their family very early.

Partnership with Parents and Carers

The school recognises the huge importance of establishing effective relationships with parents/carers in ensuring the children achieve their full potential. This vital partnership starts before the child starts school at the Home Visit. Parents are given a starting school pack with a range of resources to support their child's learning. These include alphabet mats and cards, cursive handwriting rhymes, number ordering cards, number formation mats, High frequency words, books, parent reading diary and a phonics guidance booklet.

Parental involvement is actively encouraged. Parents are very welcome to chat to staff prior to the start of the school day or at the end of the school day giving them opportunities to discuss any concerns with staff. Staff ensure that parents are well informed about the curriculum their child is experiencing through Tapestry, reading diary, notes, letters, newsletters, and the school website. Staff take the opportunity at the end of the day to talk to parents about significant achievements or any concerns. Throughout the year, parents are invited to various events. Parents are very welcome in Willow class to talk to the children about interesting jobs, new babies etc

Monitoring

The Early Years Leader is responsible for the monitoring of this policy. Areas for development will be in the Early Years action plan. Willow Class Team consists of an experienced teacher and teaching assistants who are skilled in early years teaching. They understand the needs of the young child and how best to create an environment to enable a love of learning. Everyone works towards the same goal: to ensure every child achieves to their highest ability by learning with enjoyment. Governor link visits will support interim monitoring of EYFS, as will monitoring of action and progress of pupils through the Education Committee.

This policy will be reviewed by Education Committee and approved by FGB every three of years. At every review, the policy will be shared with the full governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Child Protection and Safeguarding Policy

Statutory policy or procedure for the EYFS	Where can it be found?
Procedure for responding to illness	See Health and Safety Policy
Administering medicines policy	See Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	See Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	See Child Protection and Safeguarding Policy
Procedure for dealing with concerns and complaints	See Complaints Policy